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ABSTRACT

The National School-to-Work Office in collaboration with the National Association for Gifted Children, the Council for Exceptional Children, the Association for the Gifted, and the Council of State Directors of Programs for the Gifted have identified 11 gifted education/school-to-work (GT/STW) models that are either best practices or unique approaches. This report provides an overview of one of the unique approaches models: The Center for Excellence in Education's Role Models and Leaders Project (RMLP) in Vienna, Virginia. Founded by the late Admiral H. G. Rickover, RMLP was established in 1991 to increase the number of minorities and girls who pursue careers in science, technology, and business. High school juniors and seniors attend 20 Saturday sessions at corporate and educational facilities during a 12-month period. Students learn about scientific concepts and their relevance to various professions, career and college planning options, and how to conduct a job search. RMLP has been adopted in Washington, D.C., Los Angeles, and Chicago, with 750 students completing the program. The information packet includes an overview of the Center for Educational Excellence, a description of RMLP, a brochure on RMLP, and articles on the success of RMLP. (CR)

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Gifted Education/School-to-Work Models: Best Practices and Unique Approaches. Center for Excellence in Education (Virginia): Role Models and Leaders Project.

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EC 308133

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Gifted Education/School-to-Work Models: Best Practices and Unique Approaches

The National School-to-Work Office has been collaborating with the National Association for Gifted Children, The Council for Exceptional Children, The Association for the Gifted, and the Council of State Directors of Programs for the Gifted on a national effort to identify exemplary Gifted Education/School-to-Work (STW) models. Our purpose has been to forge new relationships between the STW and gifted education communities around common and critical goals: teaching rigorous and relevant academic skills, identifying and developing talent, and guiding career development. We believe sharing these practices will expand learning opportunities for all learners by building an even richer and more inclusive STW system, and by "raising the bar" on learning and teaching for all students.

We use the term "gifted and talented," which is broader than "academically talented" (used in the School-to-Work Opportunities Act), because state definitions of giftedness mostly use some variation of the current federal definition, which is (1988 Jacob K. Javits Gifted and Talented Students Education Act):

> *Children and youth who give evidence of high performance capability in areas such as intellectual, creative, artistic or leadership capacity, or in specific academic fields, and who require services or activities not ordinarily provided by the school in order to fully develop such capabilities.*

Last year, letters were sent to state-level STW and gifted education directors and association leaders to help identify gifted education models that also exemplify STW. Submissions were also requested on all gifted education Listservs. We received 23 competitive submissions.

A technical review process was used to ensure that all submissions were thoroughly and impartially evaluated. An outside review panel was assembled which comprised experts in gifted education and STW. Their experience included state gifted education and STW leadership, local STW program evaluation, and post-secondary gifted education research. All submissions were evaluated according to criteria consistent with guidelines made available to all applicants.

Five **Best Practices** and six **Unique Approaches** were selected by the panel. The designation "Best Gifted Education/STW Practice" signifies excellent progress in implementing a comprehensive STW system that challenges high achieving/gifted and talented students. The designation "Unique Gifted Education/STW Approach" recognizes a unique program element. Unique Approaches did not present all key components of a comprehensive STW system (school-based, work-based, and connecting activities), or provide sufficient information about how gifted and talented students are served.

Programs evaluated as very strong:

- specifically serve gifted and talented students;
- demonstrate a school-based learning component that supports and builds on a work-based learning component, and provide students with high level academic and technical skills and opportunities for career exploration and guidance;

• demonstrate a work-based learning component connected to academic classroom learning, and prepare students for the diverse skills needed in today's high-performance workplaces;

• present connecting activities that build and maintain linkages between students, educators, the workplace, parents, and others in the community;

• provide evidence about effectiveness, including indicators that it could be replicated in diverse settings throughout the country; and

• address identified priorities such as strategies to: improve math and science achievement, serve gifted students in rural and urban areas, enhance middle school achievement, and promote linkages with institutions of higher learning.

A brief description of one of the 6 **Unique Approaches** follows:

ROLE MODELS AND LEADERS PROJECT (VIRGINIA): *Unique Approach: Twenty Saturday morning science and technology mentoring sessions for at-risk minority and female gifted high school students.* The Center for Excellence in Education (CEE), founded by the late Admiral H. G. Rickover, established the Role Models and Leaders Project (RMLP) in 1991 to increase the number of minorities and girls who pursue careers in science, technology, and business. Juniors and seniors attend 20 Saturday sessions at corporate and educational facilities during a 12-month period. Students learn about scientific concepts and their relevance to various professions, career and college planning options, and how to conduct a job search. RMLP has been adopted in Washington, DC, Los Angeles, and Chicago, with 750 students completing it.

CONTACT INFORMATION

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UPDATED October 3, 2000

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HOME –

Welcome History Trustees Staff Supp

Founded in 1983 by the late Admiral H. G. Rickover, the Center for Excellence in Education nurtures the intellectual and cultural growth of academically talented high school and college students.

CEE's mission is to challenge students and to assist them on a long-term basis to develop the creators, inventors, scientists and leaders of the 21st century.

Admiral H. G. Rickover

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RSI Alumni Intel STS for Consecutive

CEE Moves t Offices

CEE Alumni Aid Bulgaria

Today the Center sponsors two free programs for high school students: the Research Science Institute (RSI) and the Role Models and Leaders Project (RMLP). RSI participants represent five continents, and each year CEE program alumni travel of foreign education ministries to promote mutual understanding among the world's fu leaders.

CEE's programs are made possible in large part by individuals, corporations, and gov organizations, and by scholars who give their time and experience as RSI and RMLP Please use this site to find out more about CEE's programs and how you can help, or Center with the information below. We look forward to hearing from you.

Please note our new contact information!

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RSI –

Introduction Schedule Brochure & Application Alumni

Each summer, the Research Science Institute (RSI) brings 50 U.S. and 25 international high school students together at MIT for six of the most stimulating weeks of their young lives.

Carefully selected from the U.S. and other nations, these students participate in an academic program emphasizing mathematics, the sciences, and engineering, and complete hands-on research projects guided by mentors at universities, corporations, and research centers in the Boston area.

Students' relationships with CEE continue well after the intense summer institute. CEE stands ready to help RSI alumni from the point of college selection through the search for graduate school fellowships, career placements, and beyond. Alumni social events, international cultural and scientific trips, and get-togeth and west coast universities are all part of the RSI experience. Many students find RSI first time among intellectual peers, and form relationships that become parts of their p professional lives for years to come.

The Institute is free of cost for all admitted students excepting transportation to and fr

Applications must be postmarked by February 1. Students must have completed t year of high school or comparable academic progress. The extremely competitive ad process is based on well-rounded extracurricular background, previous research exp strong academic achievement, and promising PSAT scores.

For further information, please contact Maite Ballestero, Director of Administration, at maite@cee.org. You may also contact Ms. Ballestero by postal mail or phone with the information below.

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RMLP –

Introduction

The Role Models and Leaders Project (RMLP) encourages minority and economically disadvantaged high school students to pursue higher education and careers in scienc technology, and business.

Exposure to colleges and career planning awaits selected students from Washington, Angeles and Chicago. These young men and women will have already distinguished themselves in their classwork as superior achievers, and will have demonstrated their leadership potential.

RMLP has been recognized by the U.S. School-to-Work Office for its unique appro to academic achievement career planning.

Every other Saturday during their junior year spring and senior year fall semesters, RMLP students take part in sessions covering the college application process, career development, business technology skills, and advanced science curricula.

Each student also builds a relationship with a mentor in his or her area of academic o professional interest. CEE, along with corporate and community leaders, provides ex speakers in various areas, field trips, a college fair, parents' sessions, and exciting an challenging experiences to build breadth and depth in science, technology, and busin

Participants are selected because they have demonstrated clearly the abilities neces flourish in post-secondary science and mathematics studies, but lack the useful adva many other students. RMLP provides these unique opportunities and experiences to f greater success. This past year RMLP was selected as one of six national programs f commendation by the U.S. Departments of Labor and Education.

For further information, please contact Denise Garland, RMLP National Director, at dagarland@cee.org or by postal mail or phone with the information below.

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GET INVOLVED –

Support CEE **Mentor**

Mentors and mentoring relationships are at the heart of the Research Science Institute (RSI) and the Role Models and Leaders Project (RMLP).

The irreplaceable value of one-on-one interaction has been a central tenet of CEE's program planning, and the Center is always in need of committed professionals and scholars to guide, teach, and inspire our students.

RSI mentors are science, mathematics and engineering researchers at universities, hospitals, and industry laboratories in the Boston area. If you or someone you know would like to work with some of the world's most elite young scholars, please co Maite Ballestero, Director of Administration, at maite@cee.org for more information.

RMLP mentors are science, technology, and business professionals in the Washingto Chicago, and Los Angeles metropolitan areas. If you or someone you know would lik with exceptionally talented minority and economically disadvantaged students, please Denise Garland, RMLP National Director, at dagarland@cee.org for more information

Dr. Garland and Ms. Ballestero can also be reached via the phone and postal mail inf below.

Please note our new contact information!

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May 11, 1998

Ms. Lorraine Kleinwaks
National School-to-Work Office
Gifted and Talented Students/Parents Involvement
400 Virginia Avenue, S.W., Suite 210
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Dear Ms. Kleinwaks:

On behalf of the Board of Trustees of the Center for Excellence in Education (CEE), I would like to thank the National School-to-Work Office for this opportunity to submit the Center's two nationally recognized educational enrichment programs--the Research Science Institute (RSI) and the Role Models and Leaders Project--as models for the September, 1998 symposium. CEE's achievements on behalf of America's top young scholars in science, technology, and business, coupled with the success of RSI/RMLP alumni, reflect the ongoing dedication and commitment by our nationally distinguished coalition of partners to these unique long-term educational enrichment programs. We are honored to have the National-School-to-Work Office request the Center's submittal of its programs as national models.

The late Admiral H. G. Rickover founded CEE in 1983 to help keep the United States competitive in science and technology and to further international understanding among the future leaders of the world. CEE's programs challenge students and assist them on a long-term basis to become the creators, inventors, scientists, and business leaders of the 21st Century. Thanks to the support of corporations, individuals, schools, government agencies and foundations, CEE is the nation's recognized leader in providing cost-free, long-term guidance and enrichment for the nation's best and brightest high school and college students on whom America will depend for scientific and technological leadership. To date, over 1,000 students from the United States, including 240 international students, continue to benefit from RSI's ongoing nurturing and assistance. (See Profile for 1998 RSI)

Each year, CEE selects 50 high school students with great scientific and technological promise, from a field of over 1100 applicants from across the country, for participation in RSI, a six-week residential summer program held at the Massachusetts Institute of Technology. Offered to students between their junior and senior years of high school, RSI embraces a variety of unique activities and features one week of intensive classroom training and instruction conducted by eminent university professors and five weeks of research at corporate and academic facilities.

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areas, RMLP stands as the only long-term nurturing activity tailored to the needs and concerns of high school students who possess the skills and capabilities, but lack the opportunities, to fulfill their academic and career aspirations.

NSTWO support would assist CEE to:

- increase the number of at-risk minority high school students who select science or technology as a field of undergraduate study;

- increase the number of minorities and women who enter careers of leadership in science, technology, and business;

- effect positive systemic change in the methods used by urban secondary schools to stimulate increased interest by minority students to enter scientific and technology-based careers.

- achieve a university graduation rate in the sciences and mathematics that is greater than the national average for minorities; and

- develop and maintain a network of RMLP alumni, mentors, scientists, researchers, and business leaders who can serve as counselors and role models for an expanding population of students.

In the fall, a recruitment and selection committee comprised of educators and corporate leaders at each site identify 50 minority high school juniors for participation in RMLP. Selection criteria include PSAT scores, grade point averages, activities which demonstrate leadership potential, and involvement in science-related programs that show student interest and potential in mathematics and science. Beginning in February of their junior year of high school, RMLP participants attend twenty Saturday sessions over the next 12 months at various corporate and educational facilities. The sessions offer practical information on [1] scientific concepts and their significance to various professions; [2] hands-on experiments that demonstrate phenomena not usually observable in the classroom setting; [3] career opportunities; [4] the college selection and application process; [5] scholarships and financial aid opportunities; [6] effective resume writing; and [7] computer software applications in science, business, and technology. Activities also include behind-the-scenes trips to corporations, colleges, and research facilities that reveal the scope of career and academic options available to students. In addition, all participants receive guidance in taking standardized tests; conducting winning interviews; filling out employment, college, and financial aid forms; and dressing for success. To date, approximately 750 students have completed RMLP and benefited from its structure. (See Schedule of Activities)

At the conclusion of all twenty sessions, participants attend a convocation with their parents to celebrate their RMLP accomplishments and to receive a backpack filled with college supplies donated by local and national corporations. RMLP students officially participate in RMLP from their junior year of high school until the conclusion of their senior

The internships are the heart of RSI. These tightly structured research situations consist of individual investigations under the tutelage of a respected scientist in the student's area of interest. The internships help the students learn the disciplined practice of scientific research and the joys of scientific discovery. RSI alumni often use their research as a basis for entrance to the prestigious Westinghouse Talent Search, for which the Center has produced more winners and honorees than has any other private organization in the United States. Since RSI's inception, 178+ alumni have been Westinghouse awardees. In this past year's competition, RSI alumni garnered 1st, 2nd, and 5th places of the top ten awarded. In addition, 8 RSI alumni were named to *USA Today's* 1997 All-American High School Scholastic Team. (See Listing of Awardees)

RSI is unique among high school enrichment programs; it is not a one-time only occurrence. CEE makes a commitment to each of the young scholars who attends RSI, and each becomes a member of a closely-knit family which provides long-term counsel, encouragement, alumni events, trips abroad, and employment prospects. CEE-sponsored follow-up programs help ensure the educational, cultural, and social development of the students from their last year of high school through their undergraduate and graduate studies. Overall, RSI's activities provide an innovative national role model to strengthen and augment our nation's continuing leadership in science, technology, and business for the 21st century.

NSTWO support would assist CEE to:

- sponsor RSI cost-free for CEE Student Scholars chosen from throughout the United States;
- submit recommendations for CEE Student Scholars to undergraduate and graduate schools and meet with Directors of Admissions on their behalf;
- assist CEE Student Scholars to find financial aid for undergraduate and graduate study;
- help CEE Student Scholars in summer research positions during undergraduate years to enhance and strengthen leadership abilities in technology, business, and science; and
- offer U.S. corporations, organizations, and governmental agencies a source of top-notch talent from which to draw for summer employment and leadership in its employee ranks.

CEE is proud of its other national program, the Role Models and Leaders Project. As part of its mission, CEE is dedicated to increasing the number of minority students and women who pursue careers of leadership in science, technology, and business. CEE has designed the Role Models and Leaders Project (RMLP) in cooperation with private industry, academic institutions, and governmental agencies in Washington, DC, Los Angeles, and Chicago. With renewed budget cuts for enrichment programs in these urban

year of high school; however, they receive guidance and mentoring by e-mail with other RMLP and RSI alumni through the Center's home page and internet web site. RMLP serves as a unique national model for bolstering the number of minority students seeking careers in science, technology, and business. RMLP's success with students, parents, teachers, and corporate leaders demonstrates the important niche this program now fills in improving academic performance and future workforce contributions.

CEE remains committed to providing America's young scholars with one-of-a-kind opportunities to learn in rigorous, stimulating environments while enhancing their academic excellence and professional development. America's ability to compete successfully in the 21st Century world marketplace depends on how it recruits, develops, and inspires its future leaders in science, math, and technology.

The Center's accomplishments have been made possible with the unceasing efforts of Mr. Michael H. Jordan, Chairman and CEO of CBS; Mr. Gerald Greenwald, Chairman and CEO of UAL; Mr. Nick Gouletas, Chairman of American Invsco; Mrs. Gayle Wilson, First Lady of California; Mr. Frank Carlucci, Chairman of The Carlyle Group; and CEE's current Chairman, Admiral Bob Inman.

The Center would be honored to have the National School To Work office join with it in the promotion of these important and innovative educational efforts. With the NSTWO's support and involvement, CEE would enable America's top young science and math scholars to participate cost-free in RSI and its long-term enrichment activities, and talented and deserving high school students in Washington, D.C., Los Angeles, and Chicago would continue to gain the information and skills they will need to actualize their academic and career aspirations. Such support would demonstrate the NSTWO's ongoing dedication and continuing commitment to America's next generation of leaders. CEE earnestly solicits the National School to Work Office support of these singular and cost-effective programs for 1998.

Thank you so much for the opportunity to submit this proposal as a national model for replication. Please telephone Steven Kannry, our Development Director or myself if you should have any questions. We would be delighted to speak with you about the Center's goals and accomplishments.

Sincerely,

Joann P. DiGennaro
President

JPD/sbk
Enclosure
cc: Gene Karp
Stephanie Powers
Bob Parker
Randall Moncrief

The Center for Excellence in Education . . . and its Mission

The Center for Excellence in Education (CEE) nurtures the intellectual and cultural growth of academically talented high school students. Founded in 1983 by the late Admiral H.G. Rickover, CEE is a private, non-profit organization, not subject to federal or state political pressures. CEE's Role Models and Leaders Program (RMLP) is offered cost-free to students competitively selected for participation. Criteria include GPA, standardized test scores, teacher recommendations, as well as scholastic aptitude and interest, as expressed in short essay questions provided in the application.

The RMLP is the result of the merging of public and private efforts to overcome the absence of students from specific populations pursuing careers in the sciences, business, and technology. First conducted for students from Washington, D.C., RMLP now includes students from Maryland and Virginia. The enthusiastic response to RMLP by students, corporate leaders, and educators has led to the program's expansion to Los Angeles and Chicago. RMLP provides young scholars with the opportunities to expand their vision of educational possibilities in science, technology, and business.

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ROLE MODELS AND LEADERS PROGRAM ...FOR YOUNG SCHOLARS

WASHINGTON, D.C.
NORTHERN VIRGINIA
MARYLAND
LOS ANGELES, CALIFORNIA
AND
CHICAGO, ILLINOIS

SPONSORED BY

THE CENTER FOR EXCELLENCE IN EDUCATION

A PROGRAM TO EXPAND THE HORIZONS OF TALENTED YOUNG STUDENTS WITH THE HELP OF EDUCATORS, CORPORATE AND GOVERNMENT LEADERS...

Role Models and Leaders... Stepping into the Future

Exposure to the worlds of colleges and careers awaits selected junior year students from among traditionally underrepresented populations in Los Angeles, California, metropolitan Washington, D.C., and Chicago, Illinois. These young people have already distinguished themselves in their classwork as superior achievers, and demonstrate the potential to become leaders in science, business and technology. All students need encouragement and nurturing to realize their promise. For four hours every other Saturday morning during the spring semester of their junior year and the fall semester of their senior year, RMLP students tackle intellectually challenging activities. In addition, the Center for Excellence in Education, along with corporate and other community leaders, provide mentors for these students to broaden their vision of the opportunities available in science, business, and technology.

Saturday-morning sessions include:

- exploration of scientific concepts and their significance to various professions...
- special sessions for parents and students on college admissions, scholarships, and financial aid...
- behind-the-scenes field trips to business and scientific sites...
- hands-on experiments that demonstrate phenomena not usually observable in a classroom setting...
- practical approaches to job searches, resumés, and interviews...
- mathematics and computer software applications in science, business, and academia...
- introducing students to mentors who are professionals in the student's fields of career interest...

Parents are encouraged to participate in the program and to interact with their child's mentor.

Students of Role Models and Leaders

Ready to Win!

The Role Models and Leaders Program resulted from the merging of public and private efforts.

- **George Mason University** provides meeting space and tours at its main campus in Fairfax, Virginia for students from Washington, D.C., Maryland, and Virginia.
- **The California Science Center** in Los Angeles, provides meeting space and computer access for students.
- **The Shedd Aquarium** collaboratively hosts the program in Chicago, Illinois while exposing the students to a myriad of exhibits.
- **Local corporations, universities, and community organizations** provide mentors, speakers, field trips, technical assistance and equipment for all RMLP sites.

Top Left: A student in Washington, DC, meets with his RMLP mentor to discuss scholarship and financial aid opportunities.

Top Right: Los Angeles' RMLP students tour Boss Film Studios to learn more about the science behind cinematic special effects.

Bottom Left: D.C. RMLP students attend the "Kick-off" session at George Mason Univeristy.

Bottom Center: **Frank Carlucci**, former Chairman of the Center's Board of Trustees.

Bottom Right: **Joann P. DiGennaro**, President of the Center for Excellence in Education.

Role Models and Leaders Program
Graduates
Colleges and Universities
1997-1998

Center for Excellence in Education

Los Angeles, California Participants

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Mount Saint Mary's College - California

Elizabeth Barragan
California State University - Long Beach

Robyn Buckner
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Steven Dang
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University of California - Los Angeles

Linda Tostado
University of California - Davis

Charmnane Ung
Carleton College

Jenny Ung
University of California - Los Angeles

Veronica Vásquez
University of California - Los Angeles

Janae Vickers
Mount Saint Mary's College - California

Denice Wint
Scripps College

Celeste Wong
University of California - Irvine

Teresa Yan
University of Southern California

§

Metropolitan Washington, DC Participants

Uwa Airhiaubere
Brown University

Madea Allen
Dartmouth College

Michelle Arevalo
Virginina Polytechnic Institute and State University

Ejae Baker
American University

Rhea Brooking
University of Maryland - Baltimore County Honors

Sandra Cárdenas
Occidental College

Christopher Cunningham
University of Maryland College Park

Amber Drummond
Emory University

Shanthy Edward
Pennsylvania State University

Patrick Flores
University of Maryland College Park

Deidra Foreman
Stanford University

Nerea Gibson
Pennsylvania State University

Lisette Gonzalez
George Washington University

Bukola Hammed-Owens
Yale University

Keith Humphries
Salisbury State University

Min Kang
Barnard College

Odaale Lamptey
Duke University

Jeanné Lewis
Washington University of St. Louis

Parris Mason
Morehouse College

Syrena McKenzie
Yale University

Robert McQueen
University of Ohio

Tiffany Montague
George Washington University

Nadiha Munwani
George Mason University

Vernon Myers II
Xavier University of Louisiana

Lien Nguyen
University of Maryland College Park

Danielle Osler
University of Illinois - Urbana Champaign

Nelson Paredes
University of Virginia

Fahd Patel
Georgia Institute of Technology

Albert Quashie
Yale University

Mona Rahman
University of Virginia

Shrutee Raina
University of Virginia

Deon Regis
Oberlin College

Ninan Samkutty
University of Maryland College Park

R. Ashley Sharp
Virginia Polytechnic Institute and State University

LaShell Stratton
Catholic University

Arzenellique Smith
Florida Agricultural and Mechanical University

David Snead
Harvard University

Christina Twyman
Duke University

Maya Van Horn
Duke University

Gala Wan
University of Virginia

Carmund White
University of Norht Carolina Chapel Hill

Phillip Williams
Yale University

§

Chicago, Illinois
Participants

Bi Ade
Stanford University

Geraldine Asis
University of Illinois

Laxmi Atkuru
Illinois Institute of Technology

Jeffrey O. Beckman
University of Missouri at Columbia

Nicole Burton
University of Michigan

Qiana Carswell
Iowa State University

Annamaria Castellucci
Dominican University

Selena Cataldo
Pomona University

Wai Chan
University of Illinois - Urbana-Champaign

Ranita Dailey
University of Michigan

Curtis Dugar
Dennison University

Tennile Edwards
Northwestern University

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DePaul University

Kristiana Freelon
Harvard University

Susan Heatter
University of Illinois - Urbana-Champaign

Stephán Hester
University of Illinois

Saroeung Hok
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Oswaldo Iraheta
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Jason Lucas
Williams College

Michelle McLendon
University of Illinois - Urbana-Champaign

Gustavo Medina
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Danielle Osler
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Nelson Quiñones
Morehouse College

Noemi Rodriguez
University of Illinois at Chicago

Paul Setlak
Loyola University

Rahsaan Taylor
Duke University

Gregory Williams
Illinois State University

Twygena Williams
Michigan State University

§

The Role Models and Leaders Program is a collaborative effort by corporations, educators and government agencies. RMLP offers students from traditionally underrepresented populations access to experiences in the worlds of science, business, and technology. During the spring of their junior year and fall of senior year, students participate in approximately 20 Saturday-morning sessions featuring a variety of workshops and presentations lead by representatives in various science fields; exposure to career opportunities in high tech fields; participation in workshops on scholarship and financial aid resources; and hands-on experiments demonstrating phenomena seldom seen in the classroom.

The program is offered free of cost to 50 young scholars in Los Angeles, California, metropolitan Washington, DC, and Chicago, Illinois who are competitively selected for participation. Criteria include GPAs, standardized test scores, teacher recommendations, as well as interest as reflected in response to short essay questions provided in the application.

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CENTER FOR EXCELLENCE IN EDUCATION

The Center Line

Published by the Center for Excellence in Education

Winter 199

RSI Director Mark Saul Wins International Award

The World Federation of National Mathematics Competitions conferred the Paul Erdos Award on Mark Saul, Director of the Research Science Institute, in the People's Republic of China. The Federation bestows the Erdos prize every two years; the award is named for one of the most renowned mathematicians of the 20th century. The Federation established the prize **to recognize contributions of mathematicians who have played a significant role in the development of mathematical challenges at the national level, and have been a stimulus for the enrichment of mathematics learning.**

Dr. Mark Saul, Director of the RSI, receives the Paul Erdos Award from the President of the World Foundation of Mathematics Competitions during the Federation's international conference in Zhong Shan, China.

Dr. Saul has taught mathematics at the elementary, intermediate, secondary, and graduate levels over the past 29 years. He currently teaches mathematics at Bronxville High School, writes extensively on mathematics education, and has received the Presidential Award for Excellence in Mathematics Teaching from the National Science Foundation. He is currently President of the American Regions Mathematics League, currently serves on the Mathematical Sciences Education Board of the National Academy of Sciences, and is active in the American Mathematical Society and the National Council of Teachers of Mathematics. In addition, Dr. Saul has organized exchange programs between American and Russian mathematics

(continued on page 6)

Congratulations!
Neil A. Hattangadi,
RSI '94, Rhodes Scholar.

Support CEE's Exciting February Events!

Reserve your table or ticket early for the annual **Senator Lieberman Capitol Hill Luncheon** in the Russell Senate Office Building's Old Caucus Room, scheduled for **3 February**. All gifts will support the Center's Role Models and Leaders Program for traditionally disadvantaged populations in metropolitan Washington. This event is limited to 200 attendees.

Join us on **23 February** at **Chicago's Harold Washington Library** for another exciting celebration of excellence to benefit the Center's educational programs for Chicago youth. The special pre-screening of **"The Deep End of the Ocean,"** starring Michelle Pfeiffer, Treat Williams, and Whoopi Goldberg, preceded by a lovely dinner and a very special program is a *"must"* for your calendar. You will be glued to your seat as you witness the disappearance of an American family's 3-year-old boy, a subsequent surprise, and its effect on the boy's family.

For more information on either event, please e-mail either **Holly Davis**, Executive Director of External Affairs, at **holly@cee.org** or **Steven Kannry**, Director of Development, at **steve@cee.org**, or contact them at tel. **703-516-9062** or **fax 703-442-9513**.

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RMLP Wins National Recognition

The United States National School-to-Work Office recognized the Center for Excellence in Education's Role Models and Leaders Project selection as one of six national "Unique Approaches" to academic achievement and career planning:

> **I am pleased to let you know that you have been selected as one of six national Unique Gifted Education/School-to-Work Approaches... Your model is being recognized for its unique element that offers a series of science and technology mentoring sessions for disadvantaged gifted youth.**

The National School-to-Work Office is a joint entity of the U.S. Department of Education and the U.S. Department of Labor. The programs honored by the National School-to-Work Office demonstrate career-planning services that build on student academic and technical skills; activities that link students, educators, employers, parents and other community figures; effectiveness and potential for replication across the United States; and address such national educational priorities as improving math and science achievement, serving gifted urban students, and creating links with local institutions of higher education.

Selection of the Center's program was made by a panel of state leaders in gifted education and school-to-work programs, local school-to-work program evaluation officials, and post-secondary gifted-education researchers.

RMLP's are sponsored in Chicago, metropolitan Washington, and Los Angeles for disadvantaged populations

(continued on page 5)

gifted and talented programs, which lack public support relative to programs for special students. So much is spent on students with special needs, while people overlook the needs of gifted students…

"RSI gives some top students a chance to see what real science is like. It can help them find and choose their path in life early on, avoiding some dead ends later on. As bright students are capable of very productive lives, this alone should justify the program to the world."

This summer Mike tutored mathematics and computer science at RSI, where he was quite popular among 1998 Rickoids. One of his best-received lectures was on the subject of "How Not to Give a Lecture." Mike's enthusiasm for giving back to RSI dates to an RSI trip to India during his freshman year at Harvard:

"On the trip I got to know Mrs. D a lot better. Her devotion to RSI really inspired me. One summer I was working for another summer [science research] program. I told Mrs. D she should give me a job so I'd stop working for the competition. The next summer, in 1993, I was at RSI."

RMLP Wins National Recognition

(continued from page 1)

to encourage careers in science, technology, business and engineering.

The Chicago RMLP program offers events on college life and on engineering, medicine, and forensics. RMLP in Washington, D.C. presents a college open house and a panel of professionals discussing career options. RMLP in Los Angeles organizes a college fair and a program on college financing. To date twenty-seven high schools participate in the Chicago RMLP program, twenty-two in Washington, and eighteen in Los Angeles. RMLP graduates have gone on to attend many of the nation's leading institutions of higher education. Selection for the program has grown increasingly competitive over the years.

In 1999, to exploit exciting new interactive technologies, the Chicago and Los Angeles Role Models programs will move to the Shedd Aquarium and the California Science Center, respectively. The metropolitan Washington program will move to the main campus of George Mason University. In addition, this past August, Monica Ortiz Neustrup, a teacher with a baccalaureate degree from Brandeis University and a Master's from the Harvard University Graduate School of Education, joined CEE as RMLP National Coordinator.

Profile

'02 Yalie / '97 RMPL'r Full of Praise for RMLP

Syrena McKenzie, RMLP '97, Yale '02, plans to major in biopsychology, then pursue a joint M.D./Ph.D. research program.

"I love RMLP!" So says 1997 RMLP graduate Syrena McKenzie. Syrena participated in the program during her junior and senior years at Elizabeth Seton High School of Bladensburg, Maryland. This autumn she matriculated at Yale University.

"I got so many things out of the sessions… RMLP helped me with college essays." She also praised RMLP for giving her practice with the SAT and for helping her decide which colleges to apply to. "RMLP is important," Syrena reflects, "because it gives students a good opportunity to meet other people going in the same direction, who share similar professional ambitions. RMLP is the most well-balanced program that I've ever experienced, because it supports you on all levels – social, academic, professional. All around, I really loved the program! Everyone was so committed to RMLP.

At Yale, Syrena plans to create an individualized degree. Rather than pursue a B.A., she is aiming for a B.S. in biopsychology, which reflects her deep interest in the interconnection of physical and mental health. Syrena is especially interested in alternatives to conventional medications that might offer comparable benefits with fewer side effects. In 1997 and 1998, Syrena had summer internships at the National Institute of Diabetes and Digestive and Kidney Diseases, part of the National Institutes of Health in Bethesda, Maryland. There she performed cloning experiments under a researcher's supervision, and attended scientific conferences and lectures. She also volunteered at a local hospital, and tutored mathematics, in addition to participating in a wide range of athletic, student government, and church activities.

Profile

'02 Harvard / '97 RMPL'r On Business Track

David Snead, RMLP '97, Harvard '01, plans to major in economics and then pursue a career in business.

Now a freshman at Harvard, David Snead of Potomac, Maryland found his experience in the Role Models and Leaders Program (RMLP) very helpful. "RMLP allowed me to focus on my future…." David cited such RMLP sessions as learning about previous RMLP'rs college experiences, improving SAT test-taking skills, learning about careers, meeting college admissions deans, and meeting businessmen who gave RMLP presentations. The college admissions deans "advised students on what goes on behind the [application] scenes, and how to improve your chances [of admission]." David also appreciated RMLP's assistance with his actual application to Harvard.

"Do not worry about your difficulties in mathematics; I can assure you that mine are still greater."

***Albert Einstein** to a junior high school student*

After hearing a talk from IBM manager Denise Evans, David introduced himself. This led to an invitation to visit IBM, where he met managers in administration, finance and marketing, respectively. David also met a Harvard alumnus of RSI, enabling him to connect into the RSI network. Speaking of RMLP, David added, "There were so many incredible students together in one place for three hours each session. One started a poetry club. Another was a student government president."

David plans to major in economics at Harvard, and then pursue a business career.

Correction.

In our previous issue, we misidentified Westinghouse Scholar Travis Schedler's mentor. MIT mathematics graduate student **Alexandre Soloviev** supervised Travis' work on quantum group theory.

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The Center for Excellence in Education

The Center for Excellence in Education (CEE) nurtures the intellectual and cultural growth of academically talented high school and college students. CEE was founded in 1983 by the late Admiral H. G. Rickover to help keep the United States competitive in science and technology, and to further international understanding among the future leaders of the world. CEE's mission is to challenge students and assist them on a long-term basis to become the creators, inventors, scientists and leaders of the 21st century.

As a private non-profit organization, CEE is not subject to federal and state mandates or political pressures. All CEE programs are open to students and teachers regardless of race, color, creed, or economic background; the only criterion is academic excellence. CEE's Research Science Institute and Role Models and Leaders Project are offered cost-free to students competitively selected for participation.

Funding for the Center for Excellence in Education was begun with $250 received by Admiral Rickover for a university lecture. Rickover spoke across the United States and abroad to support the first Research Science Institute in 1984. CEE has received funds from the National Science Foundation, the United States Information Agency, the National Endowment for the Humanities, the Bureau of Indian Affairs, and the Department of Energy. Most of CEE's funding, however, is contributed by private individuals and corporations.

THE CENTER FOR EXCELLENCE IN EDUCATION
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Past RMLP Statistics

Washington, DC, 1992

19 Females
18 Males

Washington, DC, 1993

11 Females
9 Males

0 Hispanics
1 European descent
0 Filipino
17 African-American
0 Indian
1 East Asian
0 Native American

Washington, DC, 1998

16 Females
5 Males

2 Hispanics
0 European descent
0 Filipino
16 African-American
0 Indian
1 East Asian
0 Native American
1 African
1 Unidentified

Los Angeles, 1994

37 Females
7 Males

25 Hispanics
0 European descent
5 Filipino
2 African-American
1 Indian
8 East Asian
0 Native American
1 Iranian
1 Unidentified

Fathers, 38 reporting
5 completed through grammar school
1 completed through 7th grade
1 completed through middle school
6 completed through high school
7 completed bachelor's degree
1 completed master's degree
2 completed associate's degree

Mothers, 45 reporting
4 completed through grammar school
3 completed through middle school
1 completed through 11th grade
6 completed through high school
12 completed bachelor's degree
1 completed master's degree
1 completed associate's degree

Los Angeles, 1998

39 Females
12 Males

21 Hispanics
1 European descent
2 Filipino
9 African-American
2 South Asian
13 East Asian
0 Native American

Chicago, 1995

31 Females
9 Males

5 Hispanics
6 European descent
1 Filipino
6 African-American
2 Indian
4 East Asian
2 Native American

Chicago, 1995

Father, 32 reporting
2 completed through grammar school
9 completed through high school

7 completed bachelor's degree
2 completed master's degree
1 completed doctorate
1 completed through grammar school
3 completed other/specialized training
2 completed associate's degree

Mother, 34 reporting
3 completed through grammar school
4 completed through high school
10 completed bachelor's degree
3 completed master's degree
1 completed other/specialized training
2 completed associate's degree

Chicago, 1998

15 Females
2 Males

6 Hispanics
1 European descent
0 Filipino
9 African-American
0 Indian
0 East Asian
0 Native American
1 West Indian

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Research Science Institute

Role Models and Leaders Project

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WASHINGTON
TECHNOLOGY
The Business Newspaper of Technology

Program Aids D.C. Students

By Esther Smith
STAFF WRITER

The country's most successful comprehensive program for gifted high school students will offer an enrichment curriculum for 50 of the most talented public high-school students in the District of Columbia.

"If ever there was a time we needed that level of commitment, that time is now," Mayor Sharon Pratt Kelly told the students, their parents, and school administrators assembled recently for the formal announcement of the Role Models and Leaders Project of the Center for Excellence in Education.

Joann P. DiGennaro, president of the Center for Excellence in Education, said the program, three years in the making, will serve as a prototype for similar programs that could be sponsored in other cities.

The McLean-based Center was formed under the leadership of Admiral Hyman Rickover for the nation's brightest high school students. They are brought together after their junior year in high school for academic work and internships in solving high-order problems. Formerly held in Washington at George Washington University, the summer session will move to M.I.T. in Boston in 1992 because of MIT's willingness to help underwrite the costs of some $10,000 per student.

Students in the new program were selected from a pool of talented students in the Test Improvement Program of the D.C. schools. They will meet for four hours every other Saturday of the spring semester of their junior and senior years, with an emphasis on career interests, college admission and financial aid, field trips focusing on the sciences, arts, business and government, and other mentoring and internship activities.

Mathematicians and scientists from the National Security Agency will join industry in supporting the program, to be based out of MCI's corporate headquarters on 19th Street NW. ➔

Volume 10/Number 8/ October 1992

Science Education News

Directorate for Education and Human Resources Programs

American Association for the Advancement of Science

Enrichment Program for Minority Students Offered

The Center for Excellence in Education has begun its fall sessions of the "Role Models and Leaders Project," (RMLP) an enrichment program for minority high-school students who have demonstrated both aptitude and interest in the fields of science and mathematics.

In collaboration with the District of Columbia Schools, governmental agencies, and local corporations, the Center implemented the program in February 1992. The program provides students with opportunities to expand their vision of educational and career possibilities in mathematics and science and is provided at no cost to participants.

A series of twenty Saturday-morning sessions allow participants to explore scientific phenomena and their significance to various professions; examine career opportunities in high technology industries; and learn about mathematics and computer software applications in business, scientific, and academic arenas. In addition, the college selection and application process, financial aid opportunities, and effective resume and letter writing skills are reviewed. Each student is paired with a mentor who is a professional in the field of the student's career interest.

The enthusiastic response to the RMLP by students, educators, and sponsors has led to the program's expansion into Los Angeles in the winter of this year. The Center plans to offer RMLP at five urban sites nationwide.

For further information, contact Tessica Wang, Center for Excellence in Education, 7710 Old Springhouse Road, McLean, VA 22102; (703) 448-9062.

Science Education News is an interdisciplinary tool to inform its readers of science education activities. The newsletter is published ten times each year by the Directorate for Education and Human Resources Programs, American Association for the Advancement of Science, 1333 H Street, NW, Washington, DC 20005-4792; (202) 326-6620. The newsletter informs the science education community about activities relating to school science, mathematics, and technology education carried out by AAAS, its affiliates, and other organizations. It also provides information on resources and opportunities that may be of interest to readers, and serves as an "idea bank" for organizations expanding their school science, mathematics, and technology education activities. Readers range from students, teachers, university and college professors to state science supervisors, program officers, and museum administrators. The newsletter is sent to 7,000 readers at no charge. Address all editorial correspondence to Barbara Walthall, Editor, *Science Education News*. Printed on recycled paper.

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mrnotebook
in the news

by Andrea Mattei

MR NOVEMBER 1998 ■ VOL. 9 NO. 9 ■ RETAILER OF THE YEAR

A BUSINESS JOURNALS PUBLICATION

DRESSING FOR SUCCESS

Clothes make the college-bound student. At least that's the theory behind Hartmarx's recent pledge to donate 150 blazers and sportcoats annually to the Center for Excellence in Education's role model and leadership project. The gift is an affirmation of the company's ongoing belief in education and youth-related philanthropy. "By establishing a foundation based upon skill, talent and the impression made

on others, these young adults (above) will grasp the importance of professionalism and carry it with them throughout their careers," explains Bert Hand, Chairman and CEO of Hartmarx, which licenses such brands as Tommy Hilfiger and Karl Lagerfeld.

Damali Neale, former National Coordinator of the project—which began in Washington, D.C. and has been so successful in providing opportunities for bright but disadvantaged students it has now expanded into Chicago and Los Angeles—says Hartmarx's donation is especially beneficial because "it's the first unified donation the project has received, and it will bring the students in the project's three regions together by providing them with a commonality." Hey, it's better than binge drinking.

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Vol. 9, No. 20

WASHINGTON TECHNOLOGY

The Business Newspaper for Federal Systems Integrators

January 26, 1995

NETWORX

Taking Time to Sow the Seeds of Success

■ The Center for Excellence in Education's role model program for minorities help prepare future generations of technology leaders

By Suzanne D'Arcy
Special to Washington Technology

EDUCATION

In this era of corporate downsizing – with everyone seeming to have less time to do more – community organizations are finding the competition rough for holes in executive schedules.

But a number of high technology executives are finding the time to tutor promising talent, make lifelong friendships, and create opportunities for children whom life has dealt obstacles to success.

"It feels great to give something back, and these kids are very talented," said Eddie Neal, president and CEO of Scientex Corp., one of several technology business leaders working for the Role Models and Leaders Project, a three-year effort that pairs promising minority students in science and technology with role models from the high-tech community.

The center depends heavily on corporate and private donations, in-kind contributions, and the time and energy of volunteers.

But the biggest contribution may be the time and care provided by local executives, the mentors. They commit to weekly conversations with their students, usually by phone, and at least one meeting a month during students' senior year in high school. They are also expected to track the students through their first year of college, but typically the relationship continues beyond that.

Neal, now in his second year of mentoring, has become one of the project's most enthusiastic supporters. So far, his meetings involve everything from playing tennis games to sitting down with the parents and discussing their child's future college plans.

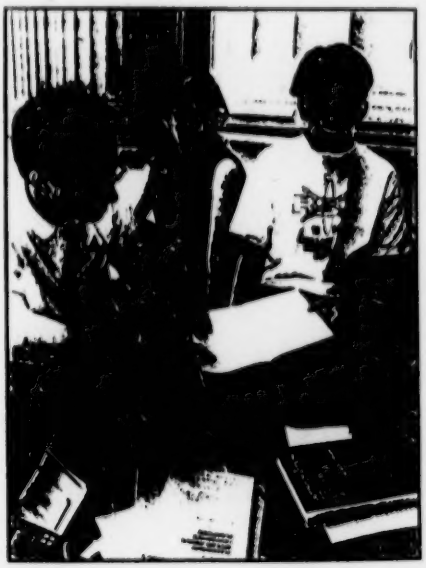
Derrick Stevenson was assigned to Neal last year when he was a senior in the pre-engineering program at Dunbar High School in D.C. Now a freshman on scholarship at George Washington University, Stevenson found that Neal's guidance was crucial in his adjustment to big university life.

Stevenson says his relationship with Neal "started off as a professional relationship, but now I consider it a friendship and a valuable support system that helps me take important steps."

Neal's experience as an engineer also gives Stevenson perspective on "what I need to learn to be successful in this particular field."

So far, 350 students have completed the program, which goes by the acronym RMLP, and a new class starts in February. The earliest graduates of the program are sophomores in college, and their successes speak for the program.

Many of the students are applying to Ivy League schools, and are not only getting in but thriving in an environment that may have been overwhelming had they been less prepared. RMLP grads have also been awarded full scholarships to the University of Virginia, the University of North Carolina at Chapel Hill and Johns Hopkins University, among others.



Students team up to solve problems in the Research Science Institute's summer program.

These are auspicious beginnings for a program still in its infancy. RMLP is a program of the McLean, Va.-based Center for Excellence in Education. Its mission is to help nurture potential leaders in science and technology with activities schools can't offer: Students meet four hours every other Saturday

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Leaders

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morning during the spring semester junior year and fall semester senior year. Those meetings may include field trips to technology and science-related sites, hands-on experiments and guest speakers. The program also helps out with summer job searches, resumes and college applications.

But perhaps most important, the program focuses on building relationships between students and role models. The center's president, Joann DiGennaro, says one of the best things the project does is to pair each student with a mentor from his or her field of interest. "Kids need to learn from the people in the fields they want to enter," she said.

The Center for Excellence in Education was founded in 1983 by Admiral Hyman G. Rickover to cultivate students with an aptitude in science and math — with the hope of enlisting them to enhance U.S. technology competitiveness.

The center sponsors the Research Science Institute, an intensive summer program for high school science and math superachievers. Developed in 1984, and conducted in cooperation with the Massachusetts Institute of Technology, the program is offered free to qualifying students. But the process is highly selective and only 50 of the brightest and the best are offered entrance each year.

Rickover saw the importance of fostering a global understanding and communication, so in each class there are an additional 20 international students, each in the top 1 percent in their country.

But some talented students, particularly minorities, seemed to be falling through the cracks. So RMLP was founded in 1991 to support the science institute, when it discovered there were too few minorities in it — and in the high-tech community as well. "There are not enough minority role models and leaders in science and math," said DiGennaro, and, as a result, not enough in white-collar technology careers.

Role Models and Leaders Project students have gone on to colleges such as Yale, Carnegie-Mellon and the University of Virginia.

The approach seems to be catching on. For instance, when RMLP began, it worked only with Washington, D.C., public schools and later added students from Maryland and Virginia. Because of its success, RMLP expanded to Los Angeles in 1992 and will begin a program in Chicago in March.

The annual budget for the RMLP per site is $125,000, and growing as fast as the needs of the students it assists. The center is holding a fundraising breakfast Feb. 9, underwritten by GTE Corp. Tables cost $1,000, tickets $100, and the event sells out every year. ■

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